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Introduction

The Berkeley Next Generation Humanities PhD Committee first convened to address an economic dilemma. Diminishing numbers of full-time academic jobs and the proliferation of new forms of work necessitated

structural changes to both formal and informal elements of humanities PhD training. Yet as the planning committee discussed possible reforms, it arrived at a different conceptualization of the problem. Humanists need to find new modes of work, but the workforce also demands the active leadership of humanists now more than ever. As a leading public university, we believe that our graduate humanities training must recommit itself to serving the broader public in the Bay Area, California, and beyond. Our strategic plan outlines a series of proposals that will support humanists as they enter a variety of careers as ambassadors of the humanities—living models of the benefits of rigorous inquiry into the human condition. Humanities PhDs can, do, and will benefit their communities through well-developed skills in critical thinking, communication, and sustained management of complex projects.

We offer the following analysis of existing dilemmas with humanities PhD training and a series of strategic interventions to remedy these issues and support humanists considering a wide range of careers. The Dean of Arts and Humanities and the planning committee manager have secured the participation of key campus and external stakeholders that will promote effective execution at the level of the UC system down to each individual department.

Over the course of our year-long committee work, we came to understand that the skills that best serve humanists as they enter a growing range of careers are indeed the very skills most valuable to humanists working within the academy. As we discuss further in our concluding remarks, addressing the capacities of humanists to work beyond the university has equal potential to benefit the university. Furthermore, working to transform expectations about the optimal career path for humanities PhDs among graduate students, faculty, and the public more generally stands to enrich the broad aims of humanistic education.

Organization

This paper articulates findings and delineates proposals around the primary themes of the [Berkeley Next Generation Planning Grant](#): 1) Analysis of Peer Institutions and Organizational Infrastructure 2) Career Development 3) Changing Expectations 4) Academic Innovations 5) Partnerships and Internships 6) Evaluation.¹ The first section analyzes survey data on UC Berkeley doctoral student professional development and synthesizes information on existing programs that seek to reform humanities doctoral education in order to prepare students for a broad range of humanities careers. With this data, we hope to clarify the strengths and weaknesses of Berkeley's humanities programs and glean insights from the approaches of peer institutions. Subsequent sections first narrate the progress to date under each of the Next Generation themes, and then propose relevant future initiatives.

Theme I: Analysis of Peer Institutions and Organizational Infrastructure

Over the course of the 2016-2017 academic year, the Berkeley Next Generation committee undertook wide-ranging research into the practices of its peer institutions with two aims. The first was to better understand the professional development needs of humanities graduate students as a community. The second was to explore how existing Berkeley structures could better facilitate PhD placement, as well as what new programmatic and structural innovations would further this effort.

Climate Survey in UC Berkeley Humanities Doctoral Programs

In reflecting on how UC Berkeley can learn from the experiences and practices of peer institutions, the Next Generation committee benefited from the findings of a survey conducted in the fall of 2016 by four PhD students from the Humanists@Work graduate advisory committee. The survey gathered information from several hundred graduate students at UC Berkeley, UC Davis, UC Merced, and UC San Diego about their attitudes towards post-degree employment and on-campus resources for career exploration, and raised questions about students' sense of support from their departments, campus, and peers.

¹ One theme outlined in the original paper, Professional Development and Professional Learning Community, is articulated here under themes three, four, and five.

One important finding to emerge from the survey was that graduate students at Berkeley feel substantially less supported by their departments and by their university as a whole than their colleagues at other UC campuses. Only 13.5% of surveyed Berkeley students reported feeling supported by their departments, compared to 36.2% of Davis respondents, and 24.3% of San Diego respondents. At the university level, 17.6% of Berkeley students reported feeling supported by their institutions compared to 27.7% at UC Davis and 27% at UC San Diego. While it is clear that across the board UC campuses can improve their relationships with graduate students, the survey made clear that Berkeley has a great deal to learn from its peer institutions.

Other trends were apparent across the four surveyed campuses. Graduate students at all campuses surveyed reported feeling stigmatized for exploring non-academic careers and overwhelmingly indicated that they looked to their peers rather than to their departments or institutions for career support. Perhaps of greatest concern was the finding that more than half of respondents across the campuses were unfamiliar with existing university career development resources.

Students from all of the surveyed UC campuses repeatedly pointed to the critical role of faculty mentorship in helping students feel connected to existing resources as well as to employers beyond the academy. They also highlighted the importance of open dialogue between students and their faculty mentors about employment from the outset of graduate training. At an institutional level students wished that their departments would recognize a responsibility to help prepare students and place them in a range of careers after graduation. These findings suggest that communication, cultural change, and a frank and open dialogue - as much as program development - will be essential to improving career preparation for humanities graduate students at Berkeley.

Analysis of Peer Institutions

The UC Berkeley Next Generation Committee also analyzed specific model programs at peer institutions to develop a set of best practices to promote humanities careers at Berkeley. Exemplary programs include the [Mellon-AHA Career Diversity Pilot Programs](#), the [Modern Language Association Connected Academics](#) initiative and its pilot programs at [three campuses](#), [existing programming at UC Berkeley](#) in the Graduate Professional Development (GPD) unit, and proposals generated by our peer NEH campuses. From this research, we have identified the following programmatic themes:

Collaborative Community Projects and Internships

The Mellon Foundation has supported programs at UC Davis and Columbia that partner current Humanities PhD students with community-based nonprofit and public sector organizations to carry out a variety of short-term collaborative projects. The [UC Davis Public Fellows program](#) and [Columbia's History in Action Project Awards \(HAPA\)](#) and History in Action Research Associates (HARA) programs fund graduate students to engage in grant-writing, curriculum development, curatorial, editorial, and research projects. These programs offer students the opportunity to build a professional network and portfolio beyond the university that speaks to their interests and skill sets. UC Davis has recently brokered partnerships with National Trust for Historic Preservation's historic artists colony [Pond Farm Pottery](#) and an opportunity to shape the first high school ethnic studies program with the California Department of Education.

The AHA Career Diversity [initiative at UCLA](#) attempted to launch "internal internships" for doctoral students on campus. In concept, internships in campus offices of development, alumni relations, and finance among others enable students to gain new skill sets and professional relationships while retaining their student status and the capacity to make progress in doctoral programs. This model remedies the problem of doctoral student funding during the course of an internship: students fees are remitted and salaries paid as they would be for teaching assistantships. This model offers a fiscally and professionally practical means of equipping doctoral students with professional work experience beyond teaching during their tenure within the university. Unfortunately, it has been difficult to implement in practice. According to AHA History at Work Program Director Karen Wilson, few existing work opportunities for graduate students warrant fee remission and living stipends. Successful positions were limited to those created to administer the AHA History at

Work program. If UC Berkeley is to improve upon this record, it will require time, funding, and administrative resources.

Humanities Career Diversity Coursework

The Departments of History at [University of New Mexico](#), UCLA, and Columbia University offer two different models of curricular innovation in the Humanities PhD. At select courses in the Department of History at the University of New Mexico, doctoral students create websites, propose exhibitions, or write grant proposals relevant to the course content. Doctoral Student Michelle Martin applauds these innovations, which afforded her the opportunity to craft a syllabus for her own course and a public presentation on her research project. She writes that the “Mellonized” seminars “forced me to reframe my work and create content that reached beyond academic walls and out into the public realm.” By the time they complete their degrees, graduates of this program develop a diverse work portfolio that equips them with the experience necessary to pursue careers in public history and the arts.

Similar to this model is the “History in Action” course at Columbia, wherein visiting guests educate students in the practice of documentary filmmaking, writing for non-academic audiences, advocacy, curation, and curriculum development. Students then choose a practical skill to develop in a capstone project. By contrast, the “Being a Historian” course at UCLA focuses on illuminating career pathways by introducing students to alumni working beyond the tenure track. Finally, Columbia University hosts “[The Politics of Historical Dialogue](#),” a two-semester interactive course in which students design research projects in partnership with external organizations and then conduct site visits abroad over the winter recess to establish relationships and collect data, before returning to campus to finalize projects.

Expanding the Humanists’ Professional Community

The [University of New Mexico History Graduate Alumni retreat](#) introduces current graduate students to alumni working beyond the tenure track. This two-day event brings together alumni to form a robust Alumni Advisory Board and network that will orient graduate students towards a variety of postgraduate career paths and serve as professional mentors. In a site visit to UC Berkeley, the Princeton Next Generation team informed us about their “Administrative Fellows” program. Graduate students receive a small stipend and are matched with professional mentors in the university administration to learn about careers in development, curriculum, external relations, and more.

Rethinking Mentorship

The MLA Connected Academics program and the University of New Mexico Career diversity program have both crafted a set of “best practices” for faculty interested in supporting students preparing for a variety of humanities careers. The forthcoming MLA Toolkit provides guidelines for faculty (who often lack professional experience beyond academia) as they serve in different roles—as professors, dissertation advisers, and directors of graduate studies. Existing MLA online resources and conference sessions [guide](#) graduate students to look to alumni networks and part-time work to complement their academic experience, while [Leonard Cassuto](#) showcases faculty who regularly assess student preparedness for non-academic jobs. These resources advance the effort to rethink mentorship, but the Next Gen committee believes that we must go further.

Dialogues: The Future and Value of Humanistic Work

Common to all of the existing programs surveyed are the implementation of fora, conferences, and seminars dedicated to the question of how to put a humanities degree to work beyond the academy. These conversations are critical to destigmatizing non-faculty careers and bringing the work problems of humanities doctoral education to light. MLA Connected Academics Fellow Shannon Lujan in Summer of 2016 “learned to stop feeling ashamed” about her professional pathway by attending networking conferences and MLA session on the issue of *alt-ac* careers. The “Futures of History” Conference at UCLA in 2016 implored departments to change the language around Humanities Careers to model respect for all PhD alumni. PhDs

are earned by students, not produced by departments; PhDs find jobs, they are not “placed” by faculty. That these dialogues remain controversial testifies to their importance.

Organizational Infrastructure at Berkeley

The Next Generation Committee is working closely with Graduate Professional Development (GPD) in the UC Berkeley Graduate Division, who in turn have created a Graduate Professional Resource Coordinator position to oversee graduate development efforts on campus. Going forward, GPD will act as a “hub” that connects administrative units like the Career Center and graduate student groups like Beyond Academia to advance graduate career diversity without duplicating efforts on campus.

We propose to offer further administrative support for our efforts at the local departmental level and bring programming into curricular and department affairs. Our strategic plan calls for meetings with all Humanities Graduate Student Affairs Officers to brief them on campus professional development resources and “best practices” for advising for a range of humanities careers. One of the most contentious issues addressed during the course of the Next Gen planning grant concerned the revision of structural requirements within humanities departments.

Given the gaps identified in existing UC Berkeley programming, we plan to borrow elements of model interventions at our peer institutions to reconcile with our own innovations. Our strategic plan is outlined in the four sections below.

Theme II: Career Development

Progress to Date

Humanities PhDs need to recognize and have confidence in their professional futures and the value of their training. They need to be able to translate and articulate their wide ranging skill sets, particularly their strengths in conceptual thinking, to gain secure and satisfying employment. The university can help PhDs to explore the many opportunities for expanding their professional worldviews, and to bring their scholarship and skills to the greater public. In doing so, we can work to change the culture around PhD career paths.

Current doctoral students have access to a number of existing career development resources. Examples include the Career Center’s 3-part “Beyond Academia” workshop series and Beyond Academia’s Public Sector Fellowships event that partnered current ACLS Public Fellows and Presidential Management Fellows with humanities PhDs interested in pursuing these opportunities. In February, Beyond Academia hosted a Professional Profile Clinic to help humanities PhDs present themselves professionally in interviews, elevator pitches, and LinkedIn profiles. These events encourage graduate students to realize six critical professional competencies identified by [Graduate Professional Development](#) (communication, leadership, advanced knowledge, professionalism, teaching, and research). Next Gen is working closely with GPD in these efforts. Individual departments are also launching their own initiatives that clarify the transferability of academic skill sets. Faculty member James Vernon of the UC Berkeley History Department worked in concert with Next Gen members Professor Cathryn Carson and PhD Candidate Erica Lee to design a career development program for historians next year that successfully secured funding through the American Historical Association.

Identifying Humanities Careers

A key objective of the Next Gen committee was to draw attention to the range of career paths students might follow after completing humanities PhDs. The committee was interested in learning both about the careers that current humanities graduate students hope to develop as they complete their degrees and the types of careers that alumni have pursued in practice. Beginning to gather this information was an essential first step in better understanding the types of resources and approaches likely to benefit graduate student career development.

Research and data compiled from Berkeley, Stanford, the American Historical Association, Versatile PhD, and Humanists@Work allowed the committee to develop a picture of student aspirations for as well as the realities of post-PhD employment. The Humanists@Work study revealed that while 79.2% of current humanities PhD's hope to find tenure-track academic work after graduation, 41.4% reported interest in non-tenure track academic work, 35.7% in nonprofit work, 24.3% in government employment, 22.2% in private industry or business, 12.5% in K-12 education, and 7.6% in entrepreneurship. A total of 12.7% indicated that they might be interested in any of these areas or others, or didn't know.

Alumni data collected at Berkeley and Stanford indicate that in practice humanities PhDs go on to work in a huge variety of sectors and roles. In addition to tenure and non-tenure track teaching, these include the non-profit sector, academic administration, government, policy, K-12 education, museums and archives, tech, publishing, consulting, finance, entrepreneurship, healthcare, environment, communications, media and journalism, and more. Findings about the career outcomes of Berkeley and Stanford PhDs are mirrored in data gathered at the national level. The AHA found that History PhDs work in business, nonprofits, academic administration, government, and other sectors. The Versatile PhD organization highlighted the following as likely career areas for humanities PhDs: business, consulting, e-learning and instructional design, finance, government, grant-writing, institutional research, K-12 education, law, marketing, nonprofits, policy, program evaluation, publishing, research administration, tech, university administration, and writing and editing. Humanities PhDs work in roles ranging from researchers, writers, translators, and editors, to program officers, policy analysts, financial analysts, producers, curators, consultants, and many more.

Career Exploration

Having identified the diverse range of careers pursued by humanities PhDs, it was the committee's intention to look at how students can be better supported in exploring these possibilities. From the outset an important theme of committee discussions was the need for better alumni tracking at both the departmental and university levels in order to gain a more comprehensive picture of the range of career outcomes for humanities PhDs. While we came away with a strong impressionistic sense of the types of careers being pursued by humanists, it is only recently that data about humanities careers beyond the academy has been systematically quantified and visualized.²

The committee urges departments to collect non-academic e-mail addresses for graduating students and to query alumni about their post-PhD employment regularly. Comprehensive alumni tracking will be key to the university's ability to support its graduate students going forward. Committee members agreed that inviting alumni to return to the department as guests or career panelists would both facilitate the career exploration of current graduate students and cultivate a more open and supportive professional culture.

Furthermore, the committee reiterates the recommendations outlined in the MLA Faculty Toolkit, which appeals to faculty to have an open dialogue with graduate students about PhD outcomes from the outset of their studies. Faculty are advised to normalize conversations about a range of career options as early as the departmental acceptance letter and new graduate student orientations, as well as in individual advising. We urge faculty not to make assumptions about the aims and ambitions of their students but instead to ask open-ended questions that help students think broadly about what they hope to get out of their work. These questions might include: What do you enjoy about being a graduate student? What do you like less? What do you enjoy doing beyond your research and teaching work? Have you ever talked to a career counselor? We also follow the Toolkit in suggesting that an open dialogue about career outcomes and possibilities can be encouraged through a simple shift in language. Rather than speaking about academic versus nonacademic work, these guidelines suggest a term like "humanities careers" to describe a broad range of post-PhD careers.

Both Next Gen committee members and the authors of the Faculty Toolkit make a number of further proposals for

² Stanford's PhD Alumni Employment Project: <http://web.stanford.edu/dept/pres-provost/irds/phdjobs>, and the American Historical Association's "Where Historians Work": <https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/career-diversity-resources/where-historians-work> are two pioneering efforts.

supporting graduate student career exploration. Departments are advised to provide their graduate students with structured guides to existing campus as well as state and national resources for exploring career skills and aspirations. Furthermore, departments and faculty are urged to support student participation in collaborative projects, community service, internships, and on-campus employment. The committee stressed the importance of faculty making professional introductions for their students and simply reminding graduate students to think of their doctoral experience as work experience.

Developing Networks

Professional networks are key to the ability of graduate students to find employment post-graduation. Committee discussions frequently turned to the capacities of academic faculty to support the career development of their graduate students beyond the tenure track and members noted that not every graduate student has a faculty mentor who is connected to an area of industry that interests them. Out of these discussions, a number of proposals emerged about how best to support the ongoing development of professional networks for humanities careers.

There was widespread agreement among committee members that connecting graduate students to departmental alumni in a variety of forums was the single most promising avenue for developing professional networks. In addition to department sponsored alumni panels and networking events, the committee suggested that departments ask alumni working outside of the tenure track to mentor their students in more or less official formats. Rather than individual faculty members being responsible for single-handedly managing networks, departments could keep updated lists of alumni on their websites to support mentors and mentees in developing professional connections. Graduate Student Affairs Officers could also play a role in connecting students and faculty with resources. The committee additionally highlighted the role that internships and community-based projects can play in forging new professional ties.

Building Skills

In addition to identifying common post-PhD career paths for humanists and asking how the university can support students' career exploration, the Next Gen committee sought to gather detailed information about the knowledge and skills students would need in a small range of specific roles beyond academia. To do so the committee relied on the guidance of alumni as well as materials from the American Historical Association and the Graduate Professional Services Unit at the Graduate Division. We hope to make this information available to departments and graduate students to model how PhDs might identify, hone, and gain professional skills relevant to career paths of interest.

We compiled "core competencies" relevant to a variety of Humanities Careers, as well as skills particular to the top four career paths beyond the four-year tenure track of interest to Berkeley PhDs as identified in the Fall 2016 Humanists@Work Survey: non-profit, two-year college tenure track, academic administration, and government.

Core Competencies

The American Historical Association has laid groundwork for thinking about key competencies associated with humanistic training. The AHA's "Career Diversity Five Skills," which emerged from focus-group discussions with PhD historians working outside of academia, include communication, collaboration, quantitative literacy, digital literacy, and intellectual self-confidence. Foremost among the AHA's findings was that these core competencies mapped very closely to desired competencies for academic humanists. In other words, the skills most likely to facilitate the career advancement of humanities PhD students beyond the academy are largely the same as those likely to support their development as future academics. Compounded by the reality that only a sixth of PhDs go on to the R1 careers around which their training is currently based, an emphasis on career diversity can only benefit graduate humanists.

In line with the AHA's work, Berkeley's Graduate Division has identified six core competency areas at the heart of graduate education with applications in multiple career paths: communication, leadership, advanced knowledge, professionalism, teaching, and research. Students and their mentors alike will benefit from an attention to the general skill sets underscoring humanistic training when considering future work.

They will also benefit from thinking broadly about the areas in which humanists already have highly developed skills and those in which further development would be useful. Humanities PhDs generally possess strong capabilities in self-motivation and direction, intellectual mastery of a domain, the ability to work in isolation, the ability to complete a large-scale project, and the ability to communicate to a specialist audience. Potential growth areas of importance include: the ability to communicate with non-academic audiences, creative problem solving, project management, teamwork, and project scoping - thinking strategically about and clearly defining work products and deliverables. The ability to collaborate on projects, in particular, emerged as an essential skill for students to master in the transition to non-academic humanities careers.

Key Career Areas

Non-Profit

- Management skills
- Organization and coordination skills
- Presentation skills
- Outreach and communication
- Writing and editing

Higher Education Administration

- Adaptability, teamwork, quick learning
- Ability to manage & coordinate varied tasks
- Ability to identify, create, and maintain partnerships across divisions, departments, and beyond campus
- Experience and knowledge of budgeting
- Professional communications skills in across media and contexts

Community College Teaching

- Teaching experience, preferably at a community college and/or online
- Experience in community-based project or organization that supports diverse students
- Commitment to pedagogy for diverse student body
- Flexibility working with scarce resources
- Ability to express complex ideas in accessible manner

Government

- Demonstrable interest in public service
- Teamwork and collaboration, skills
- Writing, editing, and communications skills
- Cultural sensitivity and capacity to work with people from diverse backgrounds
- Capacity to describe professional experience orally and in writing

Making Skills Legible

Committee discussions highlighted that student career development depended not only on acquiring new competencies and skills, but also on better articulating the existing skill sets of humanities PhDs entering the job market. Graduate student experience is and should be framed as professional experience. Committee members imagined workshops and other forums that present an opportunity for students to think through how they might characterize their professional background and skillset for a variety of audiences.

To take one example, a graduate student pursuing a humanities career outside of the university setting might benefit from presenting their skills as those of a research professional. Seminar coursework, qualifying exam preparation, dissertation research, writing and editing, teaching, and language training could be framed as a story of growing competencies in research, synthesis and analysis, communications (including writing, editing, and public speaking), budgeting, project design and management, discussion facilitation, and cultural diversity and sensitivity skills.

We identified a number of types of workshops likely to be helpful to humanities PhD's looking to transition to non-academic work. These range from graduate student career fairs and forums to help students prepare for on-campus recruiting, to workshops oriented towards developing professional contacts. Workshops geared to supporting graduate students in drafting resumes, cover letters, and LinkedIn profiles are particularly critical. These types of fora would give graduate students the tools to think about how to shape a professional presence online and communicate with words and ideas suited to the trajectory they hope to take. They would also enable

graduate students to avoid common pitfalls of academics on the non-academic job market such as long CVs where short resumes are preferred.

Theme III: Academic Innovations

Progress to Date

In order to think through how better to support the professional needs of humanities graduate students going forward, the Next Gen committee sought to understand students' existing proficiencies and further learning needs. The committee discussed both what a new set of humanities departmental course requirements and learning outcomes might look like, and how faculty and students alike could be encouraged to embrace new approaches.

In the course these discussions, the committee highlighted a number of central issues in graduate student training. A key concern among committee members was how best to support humanities graduate students in developing a range of transferable skills and work products relevant to careers both within and beyond the academy. At present humanities graduate students spend between three and four years completing required coursework before they begin dissertation research. Most courses require students to produce substantial independently researched papers, and rarely encourage collaborative or more wide-ranging work.

Over the course of the 2016-2017 academic year, a number of new campus initiatives have emerged that begin to address the multitude of issues in academic training raised by the Next Gen Committee. These include a graduate student pedagogy course with a career diversity module; a "Town Hall" meeting on reimagining the PhD held by faculty and graduate students in the French Department under the guidance of Linda von Hoene, Beyond Academia, and the Career Center; and a new faculty Advisory Committee on graduate professional development hosted by the graduate division. In November 2016, Next Gen collaborated with the AHA Executive Director Jim Grossman's presentation to the History Department Graduate Student Pedagogy course in a new module on career diversity.

A variety of forthcoming initiatives will seek to further address these academic concerns. As of March 2017, Chair of the Advisory Committee for Graduate Student and Postdoc Professional Development Eric Falci and Assistant Dean for Graduate Professional Development Linda von Hoene began meeting with the Dean of Arts and Humanities and department chairs to introduce them to graduate professional development resources. The committee is creating a list of best practices to be shared with deans and chairs.

Proposals

Curricular Innovations

The Next Gen committee proposes the implementation of new types of coursework that would allow graduate studies to develop a more well-rounded portfolio of work products as well as a broader range of professional work experiences. Collaborative assignments, publicly-minded projects, and research involving a wider range of technical and quantitative methods were seen as innovations likely to supplement existing forms of graduate training in the humanities across a wide range of courses. Indeed, where these models have been incorporated, graduate students and faculty alike have expressed satisfaction with the possibilities that have emerged from novel approaches to course output and evaluation.³ New coursework projects need not displace the existing emphasis on seminar papers in order to be trialed in particular instances.

The committee also encourages the development of new discipline-specific professionalization seminars that would involve career research and planning as an integral piece of seminar coursework. A number of professionalization seminars of this type have been implemented at a variety of universities and departments in recent years. These have asked students to prepare for careers in the range of professions practiced by humanities

³ Michelle Martin, "AHA Mellon Career Diversity for Historians: A Student Perspective." (2016)

PhDs by facilitating exploration of different applications of humanistic skills; helping students to develop communication, collaboration, digital literacy, and quantitative skills; and improving students' intellectual confidence and professional self-presentation. Professionalization seminars have also addressed both academic and non-academic careers side-by-side in order to normalize and prepare students for a broad array of career trajectories. The committee noted that these courses could be expanded to support the additional aim of network-building by bring in speakers with PhDs in humanistic disciplines to talk about their careers.

To date, innovative approaches to coursework including both new types of content and a more diverse range of assignments have equipped students with valuable career skills. Not least among these is increased confidence in the abilities and qualities they can bring to work in different types of organizations and professions. Committee members strongly urged the further development of humanities curriculum in this direction.

Lastly, the committee repeatedly assessed the benefits and drawbacks of transforming humanities doctoral programs. Faculty members articulated a range of concerns about the disruption of existing approaches to training graduate students as academics. They also expressed reservations about the additional time and training needed for faculty to be able to more adequately advise students about humanities careers beyond the academy. These discussions frequently highlighted the ongoing need for dialogue among students, faculty, and administrators. In addition, they drew attention to the importance of highlighting what faculty, too, have to gain through curricular innovations. It is not only graduate students but also faculty who stand to benefit from newly acquired skills, collaborative exercises, and unconventional work products. It bears repeating that the competencies central to the success of PhD humanists transitioning to careers beyond the academy closely map onto those most important in academic careers.

Modernizing Mentorship

The Next Generation committee proposes innovation in career mentorship for graduate humanists. In the course of discussions on faculty advising, some committee members raised concerns about the need for faculty to develop novel proficiencies of their own in order to be able to advise graduate students facing new job market realities. As a result of these discussions, the committee proposed a number of straight-forward strategies for modernizing mentorship that do not involve significant new demands on faculty time and resources.

The first is to urge faculty to effectively use social networking career tools such as LinkedIn that are essential in non-academic job searches but remain under-utilized in academia. Committee discussions repeatedly drew attention to the ways in which faculty can support their graduate students simply by connecting them to their friends and peers both within and beyond the academy. Secondly, faculty were encouraged to rely on alumni from their own and affiliated departments who have gone into humanities careers outside of the university setting to mentor and advise their students - for instance by inviting them to participate in seminars or on campus events as guest speakers, or simply by encouraging them to join in department community events.

Lastly, the committee discussed the possibility of departments or NEH affiliates hosting one-day workshops for faculty on mentoring graduate students to pursue a broad spectrum of humanities careers. These would equip faculty with the confidence to implement new mentoring strategies and involve a minimum investment of time. Among other resources, workshops could disseminate and discuss the MLA Faculty Toolkit, which outlines mentorship best practices.

Theme IV: Changing Expectations

Progress to Date

As made clear in the Fall 2016 UC Berkeley Climate Survey, the culture of academia currently discourages PhDs from preparing for and pursuing careers beyond the tenure track due to the pervasive idea that such outcomes are evidence of academic failure. Next Gen Committee members worked to understand and change graduate student expectations about career outcomes while raising awareness about campus resources available to promote sustainable, fulfilling careers for all humanities doctorates.

In December 2016, Next Gen Committee member Erica Lee hosted AHA Executive Director James Grossman's analysis of Berkeley PhD career outcomes in a department-wide forum. This complemented the work of Berkeley's grassroots student group Beyond Academia. The Beyond Academia team strategized with incoming graduate students on how to widen their career horizons in the sold-out event "What I Wish I Had Done in Grad School," and at their annual conference hosted 43 Humanities and Social Science PhDs who have successfully transitioned into careers in communications, the public sector, the arts, research in industry, K-12 education, the social sector, among others. Next Gen members John Paulas (Townsend Humanities Center) and Linda von Hoene (Graduate Division) worked with Kelly Anne Brown (Director, Humanists@Work) to welcome Berkeley alumni working in a wide range of industries to discuss their careers with current doctoral students at the March 2017 event "Inside Dope: Life as a Humanist." All of these events worked to celebrate UC Berkeley PhD alumni working beyond the tenure track—a critical step to destigmatizing non-academic career outcomes.

Proposals

The committee agreed on a number of changes likely to support a more open-minded culture of career expectations as well as better career outcomes for PhD humanists. First and foremost, there was widespread agreement that department-based alumni events and career panels will be critical to developing graduate students' professional networks as well as normalizing the pursuit of non-academic careers. Hosting these as official departmental events rather than student-led or entirely volunteer-produced events is critical to the perceived legitimacy of humanities careers beyond the academy. Furthermore, the committee agreed that a more thorough and ongoing collection of statistics on career outcomes at both the departmental and campus levels are necessary to facilitating further dialogue around humanities careers.

Finally, the committee recommended that departments consider the appointment of professional mentors working in careers beyond the tenure track to support and advise their graduate students. This could take a wide range of forms from the more formal to very informal based on departmental and student needs. The feasibility of all of the above proposals from the standpoint of departments will depend on communication with and support at the university level in terms of staffing, planning, and funding.

Theme V: Partnerships and Internships

Progress to Date

The Next Gen Committee considers internship and community-based partnership opportunities central to the effort to diversify humanities PhD career paths. Alumni working in satisfying careers beyond the tenure track cite internships and part-time work experience as critical to their success. Internships and community-based partnerships additionally offer the university an opportunity to showcase the value and skills of humanities PhDs to the broader public.

The Next Gen Committee has worked to sustain and expand a number of external partnerships and internships to ensure doctoral students envision their doctoral training as preparation for a wide array of careers within and beyond the academy. Next Gen committee members have created concrete opportunities for professional advancement for current students: Francesco Spagnolo hosts graduate student curatorial interns at the Magnes Foundation, Claudia von Vacano partnered with the UC Davis Mellon Public Scholars program to sponsor a summer internship with the Pond Farm Pottery Project at the National Trust for Historic Preservation, and John Paulas piloted an internship in the Townsend Center tailored to students pursuing non-academic campus careers.

Proposals

Institutional support from both the University of California and the National Endowment for the Humanities and other partners is necessary to ensure that internships are viable opportunities for humanities PhD students. These opportunities must advance career paths while avoiding obstacles to health insurance gaps, insufficient

funding, and onerous work schedules. To ensure that such requirements are met, Next Gen hosted UC Berkeley Graduate Division Dean Fiona Doyle to discuss institutional support for humanities students bound for professional careers.

The Next Gen committee proposes to make a variety of internships available, but not required, of UC Berkeley Humanities doctoral students. A program of scale to the nearly 1,600 humanities and humanistic social science student body at UC Berkeley will require time, financial and human resources, and external partners. Potential external partners with existing relationships to the Next Gen Committee include: The Magnes Collection, The Center for Investigative Reporting, The National Trust for Historic Preservation, Berkeley City College, The Anti-Defamation League, The City of San Francisco, and the Prison University Project.

Time. Humanities doctoral students at UC invest nearly eight years in doctoral programs before completing their degrees.⁴ For the majority of their tenure, students divide their time between doctoral research and teaching. This demanding workload leaves little time to spare in a typical semester and poses difficulties to students interested in pursuing community-based partnerships and internships. For this reason, Dean Doyle is working to establish official status for PhDs conducting internships to secure their health insurance and acknowledge their professional advancement in ways not currently denoted by academic measures. Under review is a proposal to model “internship leave” on the university’s provision for graduate student parental leave. In this case, students on paid full-time internships would have access to university health insurance rates, could easily take leave and reinstate their student status, and would suspend their normative-time clock.

Administrative Support. A small-scale internship program hosting 5-7 PhDs for semester or summer-term community-based partnerships is feasible using existing administrative resources if the NEH committee can secure additional financial support. Currently, the D-Lab hosts a small number of community-based partnerships that pair skilled PhDs with area non-profits including the Anti-Defamation League and The Center for Investigative Journalism’s Reveal project. A program of this scale could operate on the model of the UC Davis Public Fellows program, wherein the University offers funds to support a faculty mentor and a graduate student to design a collaborative research project with an external community partner. Graduates are hosted by the community partners towards the completion of a project that serves the research interests of the student and the needs of the organization.

Funding. We estimate our funding needs for internships based upon existing humanities doctoral internship programs at [UC Davis](#) and the [University of Wisconsin, Madison’s Public Humanities Exchange](#). To cover sufficient costs for humanities doctoral students during a summer internship would require the following expenses:

Stipends - faculty mentors and doctoral interns:	
Summer internship doctoral stipends:	\$7,500
<u>Faculty sponsor stipend</u>	<u>\$2,000</u>
	\$9,500 per student
Administrative costs:	
One FTE Grant administrator and Internship Coordinator	
@ Career Services Specialist 4 Level	\$62,000 salary
Fringe Benefits @ 47.2%	<u>\$29,264</u>
	\$91,264 total
Total costs for 25 doctoral student internships:	\$341,264

⁴ “UC Time to Doctorate.” University of California Office of the President. Accessed April 24, 2017.
<https://www.universityofcalifornia.edu/time-to-doctorate>

Theme VI: Evaluation

We suggest the following metrics to evaluate the success and implementation of the strategic plan: improved coordination among campus units committed to graduate career development as measured by number of relevant meetings, increased awareness of campus resources as measured by a student survey, creation and implementation of a unified university-wide strategic plan, increased participation in Next Gen-related events, increased internships and professional fellowships among humanities doctoral students, and improvement in climate around career pursuits as demonstrated through an end-of-year climate survey. The learning effectiveness of new courses will be measured by post-course evaluations and tracking students' post-graduate career paths.

We will additionally measure program success by paying attention to statistical measures of doctoral programs that predate the program. Currently, UC Berkeley students take a median of 7.7 years to complete their doctorates in the humanities.⁵ We believe that the University must closely monitor time-to-degree and attrition while understanding that neither metric necessarily suggests failure on the part of the student or the institution. The Next Gen plan proposes to maintain the current time to degree while encouraging students to pursue targeted internships and coursework with more effective mentorship. Proactive faculty mentorship that includes conversations early and often about career preparation may help students take advantage of summer internship opportunities, extra-disciplinary coursework, and establish relationships early on with PhDs who have pursued careers beyond the tenure track. We propose that the university additionally measure the time between graduation and the commencement of full-time employment. To our knowledge, this metric is not currently tracked and promises to provide greater insight into how the university can assist students in securing sustainable and fulfilling employment as soon as possible.

Fundraising

The Division of Arts and Humanities and wider university leadership are committed to the long-term success of humanities doctoral education at Berkeley. The Division and the wider university see the Next Gen strategic plan as a path toward a viable future for humanities education at Berkeley. By matching the NEH planning grant in the 2016-2017 academic year, the campus acknowledged the importance of making humanities PhD training both more vital to the public sphere and more efficient in all respects.

The Next Gen committee is now focused on funding the innovations described in the strategic plan. We intend to seek funding through the NEH Implementation Grants as well as through the [Mellon Foundation Higher Education and Scholarship in the Humanities](#). Small grants for summer internships for matriculating PhD students might find additional support through the [California Humanities Council's Projects Grants](#). The Next Gen leadership has demonstrable success in development. The Dean has raised a record \$50M during his tenure. We can only expect that our philanthropic results will increase steadily over time, not least because staffing has stabilized with the addition of a Senior Director of Development in February of 2015, charged with identifying and cultivating new donors.

Concluding Remarks and Future Research

Over the course of the 2016-2017 academic year, the Berkeley Next Generation committee made tremendous headway in charting the existing resources and future opportunities available for shaping humanities PhD training. It was our hope to equip the university and its individual departments with the information and tools to begin to better address the changing needs and realities of the job market for humanities PhDs as well as the community at large.

Despite the transformative changes underway to expand career development and training for humanities PhD students, a great deal of work remains to be done across the areas that we surveyed. Foremost, we must recognize

⁵ "UC Time to Doctorate." University of California Office of the President. Accessed April 24, 2017. <https://www.universityofcalifornia.edu/time-to-doctorate>

in line with research by the American Historical Association that extra-academic career development opportunities designed to support humanities graduate students will serve their career advancement irrespective of whether they pursue careers beyond or within the academy. The skills that make excellent professionals in a broad array of humanistic careers are much the same skills that make excellent university faculty members. Furthermore, we must emphasize from the outset of graduate training that the skill sets and experiences of humanities PhDs are wide ranging. The present conventions operating within and around academic job searches tend to place a strong emphasis on humanities PhDs' research skills. By highlighting and drawing attention to the much wider range of skills at the heart of humanistic training, we can better support humanities PhDs pursuing a diverse array of careers.

A great deal of the progress that has been made to date has come about through open-minded experimentation with new types of student projects and new modes and practices of advising. Students and faculty alike have benefited from the implementation of new kinds of assignments that equip students with different skills. Instituting formal pathways for students to expand their areas of experience and expertise through internships and partnerships will further support this aim. Perhaps most important of all has been the willingness of faculty to rethink mentoring practices. In addition to open conversation with students about their career aims and aspirations, recognizing the diversity of mentors that graduate students need to succeed professionally is beginning to facilitate stronger networks of support for humanities PhDs.

There are numerous areas of further research that would benefit any future analysis of humanities PhD training. Above all, more research into where humanities PhDs are working along with better alumni tracking at all levels of the university is necessary to continue to understand and develop resources to support humanities graduate students. In the current climate of underfunding and restructuring within higher education, more research is also needed into the relationship between graduate student funding and professional readiness.

PLANNING COMMITTEE

Our committee unites representatives from across the humanities, from senior administrators to faculty and student groups all committed to cultural change within their home departments and campus divisions. We believe that a successful implementation depends upon a concerted effort among at all levels of the university, from newly admitted students to senior university administration, with faculty serving a critical role. Faculty involvement in home departments will ensure that program proposals are meaningfully adapted into each departmental and disciplinary culture. Student and student group participation will ensure that programming changes effectively respond to student experiences. A local strategy is crucial to our commitment to changing the campus culture around humanities careers and doctoral training.

Dedicated humanists working beyond the academy form another crucial constituency of our committee. We have retained key members of humanities professionals from our planning committee while recruiting new members as mentors and advocates. Our committee of humanists working across the campus boundaries will be the founding members of a community of humanities professionals working within and beyond academia that we hope to cultivate.

Anthony Cascardi (Dean of Arts & Humanities)

Dean Anthony J. Cascardi has the academic experience and institutional clout to effectively advocate for structural changes to humanities training at Berkeley. He has previously served as Director of the Townsend Center for the Humanities, Director of the Consortium for the Arts, and Director of the Arts Research Center. He has also been a board member of the Berkeley Art Museum and Pacific Film Archive, Cal Performances, and the Center for Information Technology in the Interest of Society.

Claudia von Vacano (Project Director, Executive Director/Academic Coordinator D-Lab and the Digital Humanities at Berkeley)

Claudia von Vacano is the Executive Director/Academic Coordinator of the D-Lab and the Digital Humanities at Berkeley, and is on the board of the Social Science Matrix. She has worked in policy and educational administration for 15 years, and at the University of California, Office of the President and University of California, Berkeley for the last 10 years.. Her doctoral research in educational organization also provides her with practical and theoretical knowledge of how to reform humanities PhD training at Berkeley.

Adam Anderson (DH Mellon Postdoctoral Teaching Fellow)

Adam Anderson is a Mellon Postdoctoral Fellow in the Digital Humanities. His work brings together the fields of archaeology and computational linguistics to quantify the social and economic landscapes emerging during the late third to early second millennia in the ancient Near East. Collaborating with BPS @BerkeleyProsop to visualize early Assyrian and Sumerian social networks, Anderson's research focuses on tracking the flow people and the exchange of commodities in Bronze Age societies (2100-1800 B.C.). His dissertation, "The Old Assyrian Social Network," combines classical philological methods with natural language processing and social network analysis, to disambiguate the actors, cliques and groups found in a text corpus of 6,000 cuneiform tablets. His work shows how networks of internally related archives provide a means of mapping the overlapping data sets from ancient texts and modern archaeological records, to explain the hierarchical roles and positions of individuals and groups within a society.

Cathryn Carson (Tenured Professor, History; Chair, Faculty Advisory Board, Data Science Planning Initiative)

Professor Cathryn Carson's administrative and data science integration experience offers the committee expert insight into the effective inclusion of such research tools into humanities curricula.

Abigail De Kosnik (Assistant Professor and Vice-Chair of TDPS)

Abigail De Kosnik is an Assistant Professor in the Berkeley Center for New Media (BCNM) and the Department of Theater, Dance & Performance Studies, and is an affiliated faculty member of Gender &

Women's Studies. She researches popular media, particularly digital media, film and television, and fan studies. She is particularly interested in how issues of feminism, queerness, ethnicity, and transnationalism intersect with new media studies and performance studies. She has published a number of essays in edited collections and journals such as *Cinema Journal*, *Modern Drama*, *The International Journal of Communication*, and *Transformative Works and Cultures*. She co-edited *The Survival of Soap Opera: Transformations for a New Media Era* with Sam Ford and C. Lee Harrington (University Press of Mississippi, 2011). Her courses include: History and Theory of New Media (one of the core required seminars for the Designated Emphasis in New Media), Sound Design (in one of the Digital Media Labs shared by TDPS, Film & Media, and Art Practice), Performance and Technology, and Performance and Television. She is currently writing a book on the history of Internet fan fiction, based on an oral history project conducted during 2012-13, and she is the primary investigator on a digital humanities project called "Fan Data: Counting Archives and Networks." She is the co-organizer of the annual History and Theory of New Media Lecture Series.

Kathleen Donegan (Associate Dean, Arts & Humanities; **English Department Advocate**)

Professor Kathleen Donegan (Ph.D. American Studies, Yale University) writes and teaches about literature and culture in early America, from New World encounters through the first decades of the republic. She is the author of *Seasons of Misery: Catastrophe and Colonial Settlement in Early America* (Penn, 2014), a book about the deeply unsettling history of early English colonial settlement in Native America, and how an acute relationship between suffering and violence in those crisis-ridden outposts produced a discourse of catastrophe – a literature of chaos and misery through which American coloniality can be understood anew. Donegan's current book project is entitled "The Spectral Plantation: Darkness Visible in the Early Carribean." In addition to surveys on early American literature, Donegan teaches courses on early American women writers; captivity, slavery and piracy; the colonial Atlantic world; colonial Caribbean studies; and racial formation in early America. She also offers writing courses on the craft of the critical essay, and on narrative practice in scholarly writing. In 2015, Donegan's history of the Plymouth colony was featured in PBS's *The American Experience The Pilgrims: A Documentary History* (dir. Ric Burns). She is the recipient of the Richard Beale Davis Award from Early American Literature, as well as Berkeley's Distinguished Teaching Award, President's Chair Fellowship, Hellman Fellowship, and Innovation in Teaching Award. Since 2016, Donegan has served as Associate Dean of Arts and Humanities.

Maelia DuBois (PhD student, History; Member, Berkeley Graduate Assembly)

As the committee considers and then openly discusses program reform with key stakeholders, Maelia DuBois' familiarity with the graduate environment on campus will facilitate fruitful dialogue between the committee and relevant graduate constituencies.

Nilofar Gardezi (Analyst, ACLS Public Fellow)

Nilofar Gardezi is a Program Impact Analyst / ACLS Public Fellow with BAVC. Before working at BAVC, she was a lecturer and fellow at UC Berkeley in the Department of English. Nilofar holds a Ph.D. from UC Berkeley in English and a B.A. from Yale in African American Studies. In her spare time, she enjoys swimming, hiking, and hanging out with her family in beautiful Oakland.

Timothy Hampton (Department Chair, Professor of French and Comparative Literature)

Professor Timothy Hampton's research interests include the relationship between literature and politics, the philosophy of history, and the transmission of culture in the Renaissance and early modern periods. He has written widely on literature in its many forms (epic, lyric, dramatic, novelistic) across several languages and national traditions. In addition to his work in French and Comparative Literature, he currently directs the Designated Emphasis in Renaissance and Early Modern Studies and the "Diplomacy and Culture" study group. He is currently working on three projects: a study of the history of cheerfulness, a collection of essays about diplomatic performance, and a book on Montaigne.

Andrea Horbinski (PhD candidate, History & New Media)

Andrea Horbinski has extensive non-profit management experience and consults with the Asian Art Museum in San Francisco on its education programs. Combined with her work in new media, she has a strong perspective on the ways in which PhDs can transfer their skills to non-academic environments.

Julia Hwang (Asst. Dean, MBA Career Management & Corporate Engagement) Left the university Assistant Dean Julia Hwang brings extensive experience in business-facing career development and leadership preparation to the committee. Such experience will be helpful in re-orienting humanities training to prepare students for a broader array of careers.

Erica Lee (Phd Student, History; Beyond Academia, White Paper Co-Author)
Erica Lee is a Jacob K. Javits Fellow and PhD Candidate in the Department of History. She has served in Beyond Academia as Co-Director and, more recently, manager of employer outreach. She is on the Graduate Advisory Committee of Humanists@Work at the UC Humanities Research Institute.

John Paulas (Director of Fellowships and Special Projects, Townsend Center)
John Paulas is director of Fellowships and Special Projects. John oversees the Townsend Center's fellowships, workshops, and grants programs for UC Berkeley faculty, students, and research professionals. He works closely with Center leadership on the development and administration of special projects, such as the Art of Writing program and the Course Threads undergraduate curricular enhancement project. After receiving his Ph.D. in Classics, John taught at several U.S. colleges and universities. His research and publications consider Greek literature of the Roman Empire, ancient Mediterranean culinary practices, and literary and scientific discourse on food in Greek and Latin texts. John is a member of the Berkeley Food Institute.

Laura E. Ruberto (Co-chair, Department of Arts and Cultural Studies, Berkeley City College)
A PhD graduate of a R1 university with extensive teaching and administrative experience at community colleges, Laura Ruberto provides informed perspective on how to best link Berkeley to such institutions.

Annalee Saxenian (Dean and Professor, School of Information; Professor, City and Regional Planning)
Dean Annalee Saxenian's understanding of what creates vibrant economic communities, and how humanities PhD graduates can be situated in relation to such development, will provide important contextual perspective as the committee considers changes to humanities curricula.

Brandon Schneider (Humanities Alumni; Adjunct Lecturer, Arts Entrepreneurship)
Brandon Schneider's experience as a humanities PhD graduate of Berkeley and subsequent service as a lecturer and staff member of diverse initiatives of the university give him a broad perspective from which to consider structural changes to humanities PhD curricula.

Francesco Spagnolo (Associate Adjunct Professor, Music; Curator, The Magnes Collection of Jewish Art)
Professor Francesco Spagnolo is a multidisciplinary scholar who also hosts cultural programs for Italian national radio. His broad experience in crossing between academia and arts management provides the committee with further expertise in this potential career option for humanities PhD graduates.

Sarah Stoller (PhD Candidate, History, White Paper Co-Author)
Sarah Stoller is a PhD Candidate in the Department of History. Prior to attending Berkeley, she worked as an editor for publications in the healthcare industry. Through her wide-ranging experience as a freelance editor and writer in the years since, she has developed an interest in the contributions humanists can make in work beyond the academy.

Shannon Steen (Associate Professor; Head Graduate Advisor, TDPS)
Ph.D., Stanford University. Professor Shannon Steen writes and teaches about race and performance, primarily in the intersection of the African American and Asian American worlds. She is the author most recently of

Racial Geometries: The Black Atlantic, Asian Pacific, and American Theatre (Palgrave Macmillan, 2010; part of the Studies in International Performance Series), and is co-editor of *AfroAsian Encounters: Culture, History, Politics* (New York University Press, 2006). She has published articles in *Theater Journal* as well as *Essays in Theater/Études Théâtrales*. She is currently at work on her new project *ReOrientations: California and the Performance of Cultural Location*. Before joining the faculty at Berkeley, she taught for the M.F.A. acting program at A.C.T. in San Francisco, and in the English Department at Northwestern University.

Alan Tansman (Director, Townsend Center for the Humanities)

Director Alan Tansman is Professor of Japanese in the Department of East Asian Languages and Cultures. Professor Tansman has served in the past as Chair of East Asian Languages and Cultures and as Director of the Center for Japanese Studies. His specialization is modern Japanese literature and culture. He is the author of *The Writings of Kōda Aya* (Yale), the forthcoming *The Culture of Japanese Fascism* (Duke), and *The Aesthetics of Japanese Fascism* (California). He is now writing a book comparing Japanese and Jewish responses to atrocity, is co-editor of *Studies in Modern Japanese Literature* and the forthcoming *Tokyo as an Idea: Isoda Kōichi's Essays on Literature and Space* (California). In addition to literature, Tansman has published on topics including Japanese cultural criticism, popular culture, film, Area Studies, Japanese and Jewish responses to atrocity, and the sublime in Japanese literature. He has also translated Japanese fiction and criticism.

Linda von Hoene (Assistant Dean for Professional Development; Director of GSI-TRC)

Linda M. von Hoene is Assistant Dean for Graduate Professional Development at the University of California (UC), Berkeley; Director of Berkeley's Graduate Student Instructor (GSI) Teaching and Resource Center; Co-Director of Berkeley's Summer Institute for Preparing Future Faculty; and Co-Director of Berkeley's Student Mentoring and Research Teams (SMART), a graduate/undergraduate research mentoring program. She holds a Ph.D. in German studies from UC Berkeley, an M.A. in German from the Ohio State University, and a B.A. in Economics and German from the State University of New York at Binghamton. At Berkeley she teaches courses for graduate students on teaching and learning in higher education, designing courses to enhance student motivation, and mentoring in higher education. She has published articles and book chapters on the professional development of graduate students and future faculty and on feminist, psychoanalytic, and postcolonial perspectives on the teaching and learning of foreign languages. A book co-authored with Martin V. Covington and Dominic J. Voge, *Life Beyond Grades: Designing College Courses to Promote Intrinsic Motivation*, will be released this fall by Cambridge University Press.

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